



ELC

Geography

Entry Level Certificate R407

OCR Report to Centres June 2018

About this Examiner Report to Centres

This report on the 2018 Summer assessments aims to highlight:

- areas where students were more successful
- main areas where students may need additional support and some reflection
- points of advice for future examinations

It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

The report also includes links and brief information on:

- A reminder of our **post-results services** including **reviews of results**
- Link to **grade boundaries**
- **Further support that you can expect from OCR**, such as our Active Results service and CPD programme

Reviews of results

If any of your students' results are not as expected you may wish to consider one of our reviews of results services. For full information about the options available visit the [OCR website](http://www.ocr.org.uk). If University places are at stake you may wish to consider priority service 2 reviews of marking which have an earlier deadline to ensure your reviews are processed in time for university applications: <http://www.ocr.org.uk/administration/stage-5-post-results-services/enquiries-about-results/service-2-priority-service-2-2a-2b/>

Grade boundaries

Grade boundaries for this, and all other assessments, can be found on [Interchange](http://www.ocr.org.uk).

Further support from OCR



Active Results offers a unique perspective on results data and greater opportunities to understand students' performance.

It allows you to:

- Review reports on the **performance of individual candidates**, cohorts of students and whole centres
- **Analyse results** at question and/or topic level
- **Compare your centre** with OCR national averages or similar OCR centres.
- Identify areas of the curriculum where students excel or struggle and help **pinpoint strengths and weaknesses** of students and teaching departments.

<http://www.ocr.org.uk/administration/support-and-tools/active-results/getting-started/>



Attend one of our popular CPD courses to hear exam feedback directly from a senior assessors or drop in to an online Q&A session.

<https://www.cpdhub.ocr.org.uk>

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R407 Geography

1. General Comments:

This year saw the second cohort complete the reformed Entry Level Certificate in Geography (R407). After an preliminary entry of ten centres with a candidature of approximately fifty entries last year, this saw an increase to over thirty centres, some with entries in double figures. As this specification was running parallel to the existing R406 specification, which saw its final entries it is still expected that numbers will increase as remaining R406 centres transfer to the reformed qualification (R407).

Having moderated both specifications, it is easy to see the potential for transfer of ideas and delivery of assessments from R406 to R407. The advantage of R407 is its opportunity to develop further the work assessed in other means than a 'test/examination', often a big opportunity for candidates at this level. This new development is the Field Work Note Book, awarding a potential thirty percent of the final raw mark for each candidate.

The test that assesses the 'taught' element of the specification, Dynamic World was well answered by a significant proportion of the candidature, indicating a positive approach to the teaching content. As noted in last year's report the test covers the three teaching topics; Our World, Destructive World, Resourceful World. These are topics that are co-teachable with GCSE Geography allowing curricula flexibility, particularly for centres with smaller candidatures. The test mixes both single mark questions with those demanding longer, more considered answers. Performance in this component varied, as would expect particularly at this level, with many candidates achieving in excess of 70% of the marks yet with some struggling to achieve marks well below this.

The Personal Project (very similar to R406's Key Theme Project) continues to produce a variety of areas of enquiry. Fewer centres appear to have used the 'Exemplar Tasks' per se and have developed many local interests, such as where the school gets food or energy from and in the better studies develop these ideas further to look a potential sustainability.

Many make excellent use of the internet to research their work and often make use of presentation skills through the development of PowerPoint presentations. Most centres print these off for submission to the moderation team, which seems a little against the spirit of sustainability. Such work could equally be submitted electronically through a usb drive, CD Rom etc., which would often have the benefit of showing the work in its true form.

The Field Work Note Book, the newer development at Entry Level Geography, provides an exciting opportunity for students at this level who often are very curious yet lack the confidence to go beyond the confines of the classroom in developing their enquiry skills. The awarding of marks in Assessment Objectives Two and Three of the mark scheme is pointing towards data collection, presentation and 'analysis' in the shape of making comments on the data presentation (AO3) and 'fieldwork being drawn together with a summary statement' (AO2). Interestingly fieldwork is referred to in this marking criteria statement opening up this opportunity.

It is encouraging to see centres making use of varying field study opportunities ranging from class based river studies (often making use of previous GCSE work developed to a level appropriate for Entry Level) to individual studies, often focussing on 'My Place' and changes to

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the local environment. As noted previously, there is opportunity for overlap with the new GCSE specifications requiring field study to be. It would be good to see all Entry Level centres embracing this chance to develop the field study element of Geography further.

Finally to remind centres, whilst fieldwork can be completed on any area of the specification there are many opportunities for fieldwork within the grounds of a centre, such as; litter surveys relating littering to pedestrian movements and footfall, environmental scoring of the exterior state of buildings etc. Please see the fieldwork notebook exemplar tasks available online:

<http://www.ocr.org.uk/Images/329281-unit-r407-fieldwork-notebook-exemplar-tasks.pdf>

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